Going Open: Policy Recommendations on Open Education in Europe
digital certification of formal and non-formal learning

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Groningen Declaration Annual Meeting

18th April 2018, Paris @aisantos
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Joint Research Centre (JRC)

The JRC (Seville) is the in-house science service of the European Commission. Our main goal is to support policy making in Europe via research evidence. We have over 100 policy reports published in the field of education, to include reports on Open Education.
OpenEdu Framework workshop, JRC Seville
At a policy level

Renewed Agenda for Higher Education (Communication, 2017)

Digital Education Action Plan (2018)

New Europass Decision (Framework) (2018)
Communication on the European Education Area by 2025 – Nov 2017

Mobility (EU student card)


Mainstreaming Innovation and Digital Skills

Supporting Teachers

Creating a network of European Universities
Current JRC research on Digital Age Learning and 21st Century Skills
An open education perspective on credentialisation and recognition of learning should include:

Formal learning

Non-formal learning

Informal learning
The OpenEdu Project

2013-2016
OpenEdu supports the 2013 Communication ‘Opening up Education: Innovative Teaching and Learning for all through New Technologies and Open Educational Resources’
Opening up Education report, JRC 2016

Opening up Education

A Support Framework for Higher Education Institutions

Andrea Scianmorato da Santas
Yves Prime
Jonathan Castello Muñez

2016

It can be downloaded from:
OpenCred

Desk research on all 28 Member States

2

In-depth interviews with academics

2

In-depth interviews with MOOC learners

2

In-depth interviews with staff of employer bodies

4

Validation of Non-formal MOOC-based Learning

An Analysis of Assessment and Recognition Practices in Europe (OpenCred)

Authors: Gabi Witthaus, Andrea Innamorato das Santos, Mark Childs, Anne-Christian Tendler, Christine Conole, Bernhard Nuyts, Yiye Funke

2016
OpenEdu Policies

OpenEdu Framework for HE institutions

Research on Member States’ OE policies

Workshop with policy makers on OE policies

Case studies on 28 Member States

Policy Recommendations
UPCOMING REPORTS - FALL

JRC SCIENCE FOR POLICY REPORT

Going Open

Policy Recommendations on Open Education in Europe (OpenEdu Policies)

Andres Inamorato dos Santos
Editor: Yves Punie
2017

Case Studies on Policy Approaches to Open Education

EU Member States (OpenEdu Policies)

Andres Inamorato dos Santos, Federico De Angelis, Paul Baxtach, Jan van Elzen, Stefania Alesio, Daniel Burgos, Yves Punie

2017
Main message from stakeholders:

“Policies are important because they are catalysts for action”
Levels of policies

EU
- Communications, recommendations, funding, awareness raising, research and evaluation

National
- Strategic documents, initiatives, funding, capacity building, awareness raising, career development, research and evaluation [and legislation]

Regional
- Strategic documents, initiatives, funding, capacity building, awareness raising, career development, research and evaluation [and legislation]

Institutional
- Strategic documents, initiatives, projects, capacity building, awareness raising, career development, research and evaluation
Policy example: New Europass Decision

On 15 March 2018, the European Parliament gave its green light to the New Europass Decision. The Decision has been adopted in April 2018.

The New Europass platform will address policy concerns and user needs, by opening to current digital evolutions and being interoperable with any partner or professional system through open standards.

The platform will include a free-to-use e-portfolio of personal information, self-assessment tools and a tool for digital certificates for qualifications or work experience, which will be fraud-proof and will enhance trust in the information provided by candidates.
OE ecosystem: 8 areas for development

Awareness raising

Regulation, legislation and funding

Partnerships and collaboration

Teachers’ continuous professional development (CPD)

Accreditation and recognition

Open Educational Resources

Support and infrastructure

Research and evidence
Accreditation and Recognition

_institutions should consider using current frameworks for OE whilst governments should consider changing and adapting regulations to support institutions_
### Accreditation and recognition of open learning

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<tr>
<th>The <strong>European Commission</strong> should consider:</th>
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<td>• <strong>Exploring</strong> how existing frameworks for the recognition of non-formal learning could be effectively used for open education within the context of contemporary open education practices</td>
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<td>• <strong>Proposing</strong> a European reward and incentives system for open education initiatives</td>
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<th>Ministries should consider:</th>
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<td>• <strong>Providing the legal frameworks</strong> for schools and universities to take the necessary steps towards the recognition of OEP as one of the paths for career development and progression of teachers and lecturers</td>
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<td>• <strong>Providing the legal frameworks</strong> for open learning to be formally recognised at all levels of formal education</td>
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<td>• <strong>Promoting the recognition</strong> of time spent on open education activities formally; for career development and progression purposes</td>
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<td>• <strong>Providing</strong> recognition for teacher training on 'how to do' open education, in terms of content production, reuse and sharing, pedagogies and assessment for open learning</td>
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JRC SCIENCE FOR POLICY REPORT

Blockchain in Education

Alexander Grech
Anthony F. Camilleri
Editor: Andrea Inamorato dos Santos

2017
Aims of the study

The study sought to:

Identify, analyse and disseminate the state-of-the-art of the use of blockchain technologies in education in the EU. Currently stakeholders within the education sector are often unaware of the social advantages and potential of blockchain technology. The report tries to address this gap.

Explore examples of practices via case studies in Europe and abroad.

Propose a set of recommendations that may support EU efforts (Member States and the European Commission) to open up education in Member States by maximising the potential for blockchain technologies.
Identification and engaging with the key issues which are influencing policy-makers and other key stakeholders in considering the use of the Blockchain as a value-added proposition within an education landscape (social value proposition: 1. self-sovereignty and identity; 2. trust; 3. transparency and provenance; 4. immutability; 5. disintermediation and 6. collaboration)

Exploration of how education institutions and learners can use the technology as a transparent, trusted system for securing, sharing and verifying academic achievements in Europe (e.g. ontology of certifications, smart contracts, digital signatures, grants issuing, etc)
Thank you

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